

ACEN and CCNE and Alabama Board of Nursing Standards Crosswalk

ACEN (2017)	CCNE (2013)	Alabama Board of Nursing Rules (2015)
<p>STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.</p>	<p>STANDARD I Program Quality: Mission and Governance The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.</p>	<p>Chapter 610-X-3 – Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (1) The governing institution, nursing program administrator, and nursing faculty are accountable for the standards, processes, and outcomes of the nursing education program.</p>
<p>STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY (continued) Baccalaureate & higher degree pre-licensure programs - The nursing education unit is administered by a doctorally prepared nurse Associate degree nursing program - The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing Practical nursing program - The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing; rationale is provided for the acceptance of other graduate credentials</p> <p>STANDARD 2: FACULTY AND STAFF Qualified and credentialed faculty are sufficient in number to ensure the achievement of the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.</p> <p>Baccalaureate, Associate and PN – FT and PT faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses</p>	<p>STANDARD II Program Quality: Institutional Commitment and Resources The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.</p> <p>The chief nurse administrator:</p> <ul style="list-style-type: none"> • is a registered nurse; • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing; • is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals and expected outcomes. <p>Faculty are:</p> <ul style="list-style-type: none"> • Sufficient in number to accomplish the mission, goals and expected program outcomes; • academically prepared for the areas in which they teach; and • experientially prepared for the areas in which they teach 	<p>Chapter 610-X-3 Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (6)(a....d) A nursing education program shall be administered by a qualified program administrator who is accountable for the planning, implementation, and evaluation of the program. Minimum qualifications of a nursing program administrator shall include:</p> <ul style="list-style-type: none"> • An active unencumbered Alabama registered nursing license. • An earned graduate degree in nursing. • Be academically and experientially qualified to administer a nursing program. • Prior experience in nursing education and nursing practice. <p>610-X-3-.02 (7) (a...c) The governing institution and nursing program administrator shall provide sufficient numbers of qualified faculty to assure that curriculum implementation and expected program outcomes are achieved. Minimum qualifications of nurse faculty shall include:</p> <ul style="list-style-type: none"> • An active unencumbered Alabama registered nurse license. • An earned graduate degree in nursing or a related health field. • Be academically and experientially qualified to teach in the area assigned.

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<p>STANDARD 3: STUDENTS Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.</p>	<p>(relates to STANDARD I Program Quality: Mission and Governance [student policies] and STANDARD II Program Quality: Institutional Commitment and Resources [academic support services])</p>	<p>Chapter 610-X-3 Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (8) (a...c) Institutional and program policies and procedures shall:</p> <ul style="list-style-type: none"> • Be written, published and publicly available • Address students' ability to assume clinical assignments including, but not limited to, educational preparedness and physical, mental and emotional behaviors • Provide opportunities for students to regularly participate in the development and evaluation of the program.
<p>STANDARD 4: CURRICULUM The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies, and has clearly articulated end-of-program student learning outcomes.</p>	<p>STANDARD III Program Quality: Curriculum and Teaching-Learning Practices The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes. Baccalaureate program curricula incorporate the "Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008)</p>	<p>Chapter 610-X-3 Nursing Education Programs 610-X-3-.02 Standards for Approval 610-X-3-.02 (10)(a...d) The curriculum of a nursing education program shall:</p> <ul style="list-style-type: none"> • Enable the student to develop the nursing knowledge, skills and abilities required for entry level practice, consistent with the scope and standards of nursing practice. • Comply with the standards set forth in this chapter. • Be evidence-based, and outcome-focused. • Provide theoretical and clinical experiences specific to the expected scope of practice of graduates from each type of entry level nursing education program and shall include [i...vii].
<p>STANDARD 5: RESOURCES Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.</p>	<p>STANDARD II Program Quality: Institutional Commitment and Resources The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate program outcomes.</p>	<p>Chapter 610-X-3 Nursing Education 610-X-3-.02 Standards for Approval 610-X-3-.02 (3)(a...f) The governing institution shall provide financial support and resources sufficient to meet the outcomes of the nursing education program. Resources include, but are not limited to:</p> <ul style="list-style-type: none"> • Financial. • Educational facilities. • Equipment. • Learning aids. • Technology. • Administrative, instructional and support personnel.

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<p>STANDARD 6: OUTCOMES Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome. The nursing program has a current systematic plan of evaluation.</p> <p>The program demonstrates evidence of achievement in meeting the program outcomes:</p> <ul style="list-style-type: none"> • Evidence of students' achievement of each end-of-program student learning outcome • The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period • Program completion • Job placement rates 	<p>STANDARD IV Program Effectiveness: Assessment and Achievement of Program Outcomes The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program development.</p> <p>A systematic process is used to determine program effectiveness.</p> <p>Program effectiveness is demonstrated by:</p> <ul style="list-style-type: none"> • Program completion rates • Licensure and certification pass rates • Employment rates • Program outcomes • Faculty outcomes, individually and in the aggregate • The program defines and reviews formal complaints according to established policies • Data analysis used to foster ongoing program improvement 	<p>Chapter 610-X-3 Nursing Education Programs 610-X-3-.05 Outcome Standards 610-X-3-.05 (1)(2)(3)(4) (a...d) (5) Graduates shall demonstrate theoretical and clinical competence for entry into practice.</p> <p>Graduates, as a composite of first-time writers, shall achieve no less than an eighty percent (80%) pass rate on a board-selected national licensure exam.</p> <p>Graduates of Provisional programs, as a composite of first-time writers, following receipt of the first fiscal year report of performance of graduates on the national licensure examination, shall achieve no less than an eighty percent (80%) pass rate.</p> <p>Programs shall adhere to their written plan of the systematic evaluation of the total program that is comprehensive, demonstrates ongoing evaluation, is based on program outcomes and incorporates continuous improvement. The systematic evaluation plan shall include:</p> <ul style="list-style-type: none"> • Collection, aggregation, analysis and trending of data. • Programmatic outcomes, levels of achievement, evaluative criteria, assignment of responsibility, frequency of assessment, methods of achievement, actions taken and quantitative data collected. • Ongoing evaluation and revisions based on the evaluation. • A mechanism for accountability for academic integrity. <p>Programs shall maintain and produces at the Board's request, an articulation plan for program graduates.</p>